

**Standard 7-5** The student will demonstrate an understanding of the causes and effects of world conflicts in the early twentieth century.

**7-5.3** Explain the worldwide depression that took place in the 1930s, including the economic crash of 1929 and political responses to the depression such as the New Deal in the United States, the rise of Nazism in Germany, and the economic retrenchment in Britain. (E, H)

**Taxonomy Level:** B 2 Understand/Conceptual Knowledge

**Previous/future knowledge:**

In third grade, students explained the effects of the Great Depression and the New Deal on daily life in South Carolina (3-5.5).

In fifth grade, students summarized the stock market crash of 1929 and the Great Depression, including economic weakness, unemployment, failed banks and businesses, and migration from rural areas (5-4.2).

In eighth grade, students will explain the effects of the Great Depression and the lasting impact of the New Deals programs on South Carolina (8-6.5).

In Global Studies, students will explain the impact of the Great Depression and political responses in Germany, Britain, and the United States, including Nazism, Fascism, retrenchment, and the New Deal (GS-5.3).

In US History, students will explain the causes and effects of the stock market crash of 1929 and the Great Depression (USHC-7.4). Students will also compare the first and second New Deals as responses to the economic bust of the Great Depression (USHC-7.5).

**It is essential for students to understand** that the depression of the 1930s, most commonly referred to as the Great Depression, was international in scope and not limited to the American experience with which most students are familiar. The US had emerged from the economic chaos of WWI and the early 1920s as a creditor and financier of European nations and therefore the European economy was integrally linked to that of the US. The European depression began sooner and lasted longer than what occurred in the US, so the economic problems of the US only exacerbated the worldwide situation. Nation-states responded to this economic crisis in myriad ways but one common theme was a nationalist response based upon perceived self-interest. Students should understand there was virtually no coordination among nations in their response to the depression. In fact, the reaction of most nations was to turn inward in addressing this dilemma. The US responded by overwhelmingly electing Franklin D. Roosevelt (FDR) to replace Hebert Hoover in the 1932 presidential election. FDR proposed and Congress approved most of the piecemeal programs that together became known as the New Deal. These policies primarily focused on relief and reform and greatly enhanced the national government's role in the economy and in the lives of individuals. For the first time in American history, direct relief was provided by the government as a significant component of everyday life. In Germany, the depression provided the opportunity for radical groups to participate in the political process (a standard reaction in almost all democratic governments) and saw the rise of the Nazi Party in

Germany. Hitler was able to take advantage of economic anxiety, political discontent, and the parliamentary structure of the German government to become the German Chancellor in 1933. He utilized the economic conditions and the ensuing anxiety to eliminate political opponents, consolidate political power, and ultimately establish totalitarian control over the government. (The German hatred of the Treaty of Versailles coupled with Hitler's repeated renunciation of the Treaty greatly increased his popularity and advanced his political career). Britain, on the other hand, enacted protectionist policies (policies designed to protect the domestic industries and services from foreign competition) such as dropping the gold standard and increased government ownership and/or management of key industries.

**It is not essential for students to know** the causes of the Great Depression nor of its specific economic impact in each of these nations. Students do not have to know the specific programs or how they were implemented in these nations, including the New Deal. While students do not have to know the myriad causes of the Great Depression it would be useful for students to connect the cost of WWI, the Treaty of Versailles (its economic conditions), and increasingly international economies as reasons for its expansion beyond the US economy.

**Assessment guidelines:**

The objective of this indicator is to **explain** the effects of the world wide depression. The primary focus of assessment should be to construct cause and effect models which allows for the spread of the depression from the US to other nations of the world. Assessments should focus on the political response of nations to the depression and could require students to **summarize** these responses and/or **compare** them. The use of graphs, maps, and/or charts to **interpret** or **illustrate** responses would be suitable.